



CMI

College of the Marshall Islands

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The College of the Marshall Islands Faculty Senate

Regular Meeting February 13, 2026

Supposed Meeting Start: 11:10 AM
Face-to-Face Meeting Location: RH 119 CMI Uliga Campus
Zoom Meeting ID: 211 006 2444 Zoom Passcode: cmi2022
Polycom-Rooms @ Arrak Campus & CMI D.E. Centers
Simple Minority Quorum

MINUTES

Present During the Meeting: 31 (12 via Zoom, 19 face-to-face)
Not Present/Unexcused During the Meeting: 20
On Leave & Excused, Others: 1
Time Meeting Started: 11:15 AM

Overall Summary:

Faculty discussions highlighted systemic concerns across class size management, waitlist approvals, hiring delays, prerequisite enforcement, independent study compensation, scheduling inconsistencies, and workload policy transparency. Instructors reported being overloaded due to students added without consent, unclear authority between chairs and deans, inconsistent enrollment caps, and a documented surge of over 200 students beyond allocated seats—contributing to burnout and uncompensated workload. Independent Study supervision was flagged as revenue-generating yet unpaid work, now under review within the broader Workload Policy revisions. Additional concerns included inconsistent course scheduling times, system failures in SONIS to properly enforce prerequisites, and confusion around add/drop permissions. While “double dipping” concerns were clarified as supervisor-approved arrangements without extra compensation, faculty emphasized the need for standardized procedures, clearer accountability, improved system controls, equitable workload management, and broader faculty review before policy finalization.

I. Introductions:

- Faculty Senate Vice President: David Sinkey** welcomed the Senate members and informed the body that the meeting is now in session and recording via Zoom will commence.
- The **FS Secretary** read the College’s Mission statement.
- VP Sinkey** appreciates the inclusion of the word "global" in the mission, which broadens the scope for students. He also recalls the debate about including research as a standalone theme and the discussion about extended access to learning.

Approval of Previous Meeting Minutes

- FS VP-President:** Requested a final review of the minutes and asked for a motion to approve the minutes from the previous meeting.
- Faculty A:** mentioned that the minutes reflect the true discussions of the previous meeting and made a motion to approve the minutes, which was seconded by **Faculty B**
- The minutes from January 30, 2026, FS Regular Meeting were officially approved with 3 abstentions.



Call for Reports from the Faculty Senate Representatives

- VP Sinkey called for reports of the FS Representatives from their respective Standing Committees.
- No report was shared at this point in the meeting.

II. Deliberations/Actionable Items

CLASS SIZE, WAITING LIST APPROVAL & POLICY, HIRING, & PRE-REQS

TOPIC SUMMARY: Faculty raised concerns about students being added to classes—sometimes without instructor consent—during and after the add/drop period, resulting in overloaded sections, inconsistent class caps, and widespread faculty overload beyond the standard 15-credit limit. Confusion exists over who has final authority to approve waitlisted students (chairs, deans, or student services), how SONIS permissions function, and why caps (often 20–30) are inconsistently applied based on room size, modality, or departmental needs. Data presented showed a “surge” of over 200 students beyond originally allocated seats, potentially equating to unpaid workload and burnout. While some over-enrollment is justified by student persistence, Pell eligibility, prerequisite sequencing, staffing shortages, or hiring delays, faculty emphasized the need for clearer procedures, transparency, communication, and possibly reevaluating enrollment caps. A motion was passed directing department chairs to meet with the dean to standardize processes, clarify approval authority, address ghost sections and caps, and report back with recommendations.

- **FS VP-Sinkey:** Acknowledged faculty concern as listed on the agenda and gave the floor to the proponent Faculty.
- **Faculty 1:** I have a total of 35 students in one of my subjects, 33 in the regular class and two in independent study. That seems pretty good for two sections, and I'm only getting paid for one. And also for several of those students, I never approved their addition. They were just added to the class either by the chair or the dean.
- **FS VP-Sinkey:** Well, glad you brought that up. Has anyone else experienced where those students were just added to their numbers without their consent or their say?
- **Faculty 2:** So, it happens to me every single semester. I mean, sometimes by 10. Students who didn't sign in are just in my class.
- **Faculty 3:** What I think it sounds like at some point that everyone, anybody on the waiting list, gets removed from the waiting list and put into classes. I mean, is that correct? Yes, but sorry, the challenging thing, and this is what we don't understand, is that, well, at least I'm having a really hard time wrapping my head around it, is that the minimum requirement for a class is 15. For a section is 15, right? So, but if you have 30, you can't split the class into two sections. If you have 30, because then the minimum is 15, and that's not allowed. But you can have 30 in a class. But if you have more than 30, then you can split the class into two sections. So being one, you would have to go ahead, right? So I don't quite get that, because if the minimum is exactly 15 you can then mathematically, that works. But the other thing that, the other thing that needs to be taken into account as well, is that, like, if we've only scheduled, this is correct, right? If we've only scheduled one section in in the system, and that section gets 30 students, then you can't suddenly go and go back and create another section, because you've only scheduled one. But if you've scheduled two sections, then students can be moved around within the two sections, and you can cancel one section if necessary, or you can take students from the wait list and fill up the second section. See, so, so, like, it's a really tricky balance for the chairs as well, to know, like, for a course, do I schedule two sections, you know, or potentially more, or do I only schedule one



section and risk it getting overloaded, kind of thing? Because, because, like, you're not the only one who's sitting with 30 plus in your class, like, there are others. I mean, Jim just said, but even you know, a couple of people that aren't here that have also got really high numbers in their classes, like over I mean, 35 anything, anything approaching 25 is already pushing the limits of the classes, you know, the class size and the availability of resources in the classroom and that kind of thing.

- **Faculty 4:** In the past 15 years. This is my first time to really hit 53 in one section, and my chair and I worked on that, and ultimately, we fixed it by splitting one section into two. And as a result, it gave me some advantage because I was able to deal with only my Uluga students due to the section being split. But at the same time, I lost quality instructions during the two weeks because it was really hard looking at 28 D.E. students and 25 face-to-face students. So yes, my chair and I worked on such. However, it also resulted in something else, like I lost credit. At the same time, I was affected because it was a very early burnout for me. It was crazy to have 53, especially during the add/drop period and it was resolved.
- **Faculty 3:** I guess my thing is, it's one thing, if you're working with your chair and you and your chair are figuring things out, but then beyond that level, people are getting put into classes. Like, beyond the level, your level, and your chair's level, the collaboration that you're having, and people are still getting added to your class. Like, like, how does that factor in? In terms of, I don't want to say breach of confidence, but I don't have better vocabulary. Actually, I'd be interested to hear what some of the chairs might offer in this regard. I'd love to have chairs' input on how to deal with this. Please.
- **Faculty 5:** Okay, my question to (Faculty 4) is, with that number 53 did they actually attend the phone number? Because sometimes on the class rolls, you have 35 but physically present or attending classes, it's less than that. So did all 53 actually turn up for class submit assignments?
- **Faculty 4:** Good question on the first week, 48 attended,
- **Faculty 5:** and second, third week, maintain
- **Faculty 4:** Yes
- **Faculty 6:** No, according to SONIS, it is only 43. It shows only 43 who are committed and good students. The solution that I did was to split it. One will teach the original section, and another instructor will teach the other new section. I think Curtis, when he said that he lost some credits, he did not lose anything because I added one section, ICS 101 section six. I added, actually, I added two sections, ICS 101 section five and ICS101 section six.
- **Faculty 5:** Because from my perspective, it's not everything with my department members. Yes, I am guilty. Sometimes I allow the waitlist to go, but then I listen with my department members, and I explain to them, if on SONIS roll there are thirty-five, and 35 actually turn up. Then yes, I will split it. But if it's 35 on SONIS but 14 turn up, and don't worry about that. The other thing to consider is facilities. If you have enough space to cater for a larger number, then allow it to be, but if the number overrides and they are physically present, then I tell them, please report it immediately.

I will create another section, because we were told that anything above 30 you split it. Yes, that is what we were told. The other thing is, as chairs, sometimes you pre-plan, you offer it during summer, so that in the next semester, it does not roll over. The numbers don't exceed right? And you can always write a memo to justify and explain why this particular faculty member will take more than two courses, because policy says you can only teach two courses in summer, irrespective of the credits, as long as it's only two courses. Now, from Dean Edward, we've been told you can, if the faculty wants to do more than two, allow it.



- **FS-VP Sinkey:** It's also in the work policy with accelerated classes in which we might see this summer. We don't know that yet, right? So we may see that. But if that's coming up in the summer, proposal for accelerated classes, you can't teach.
- **Faculty 8:** Yeah, I just wanted us to also remember that during the ad hoc period, the students still have access to adding and dropping their classes in addition to the forms that we fill out. So it's still open. So in some cases, students may be the ones adding themselves onto the classes and probably on the wait list. And when it comes to, like week three, we are asked, often asked, to clear the wait list. And we always try to give the students the opportunity to get into the class. Yeah. And then we clean up after the drop. No Show, the no show.
- **Faculty 1:** How should the procedure be like when students are being added during add/drop period without faculty consent?
- **FS-VP Sinkey:** And that's a good question that we need to address, because they're still there on the wait list, right?
- **Faculty 5:** I think that's a conversation that you need to have with your chair.
- **Faculty 1:** Do you mean to say that my experience is not happening to other departments?
- **Faculty 8:** The same thing is happening to other departments. We are working on it, you know, we work with the chair.
- **Faculty 1:** Do we go to the chair for approval?
- **Faculty 3:** No, no, the chair talks to you.
- **Faculty 5:** The chair should have you and say, oh, sorry, I approved this in your class. Please consider that.
- **Faculty 1:** My question is, has anybody else experienced this, that students were decided without a consent?
- **Faculty 2:** Yes, it happens to me all the time, and I asked VPASA to look into this, because I just don't understand. I mean, I don't really care. I'm not complaining, because, like, 25% of the students never come to class. But it's just, I'm just obsessed with finding out how this happens. I wrote to Registrar. She was a little bit helpful, and it had come up in a different meeting with VPASA, so she asked me, send me the names of these students who you think were put in after the second and third week. And I did, and she didn't get back to me. But I mean, I'm not complaining, I'm not blaming anybody for this. I just want to know how it happens. How do these students get in? I mean, one student this semester, I specifically told you cannot come into this class. It's overloaded. Get another section the next day she was in my class. I just don't understand how it happens. And I mean, sad. Told me that students can register themselves even in the second week. I'm like, Well, that's the policy. Fine. I just want to know what the policy is.
- **FS-VP Sinkey:** So I just want to be clear. There seems to be a little bit of confusion. I am hearing that if you are enrolled with 30 you have to keep 30 once you bump to 31 then you can split. However, what that leaves you with, though, is you may have some classes where you have 27, 28, 29 now we are clearly over.
- **Faculty 6:** It depends, because one just like us in the STEM, we really need teachers. If I open another section, where shall I get the teacher? Well, that's another that's another challenge, right? That's why, right? We have to split.
- **FS-VP Sinkey:** But we gotta be careful, because if we overload the teacher. We have to start looking at our resources.
- **Faculty 5:** The thing is, you have to talk with your faculty members. Communication is important. Yes, you have to explain to that faculty member, first of all, first and foremost, you ask them, would you like to take an overload more than 15 credits? If they agree to it, then you proceed. If it goes beyond 21 you write a memo.
It has to be consensus. The other thing to take note of is that students like shopping. They pick their favorite instructor, they go towards that. That's the other thing we have to bear in mind, yes. So another thing is, I'm not saying that we don't make mistakes.



We do at times, you know, but to be open, to be transparent, and talk with your faculty members so that you come to an agreement, you know, so that no further problems escalate. And in LA department, we are short staffed with English instructors, so what I do is I go around, I keep it in house. I asked other departments if they have members, and then this semester, I was shocked to find out that a faculty member can only teach in two departments, which is really crazy, because, why are you limiting the faculty member when he or she has the expertise to, you know, join another third faculty, third department. You know, that's very restrictive. Yeah, it's a disadvantage to the college. We're not maximizing the use of that faculty member, which we should do. It's cost cutting. It's an advantage to the department as well.

Because when you do SLOs and all that, the person you go after to get SLO is in-house, rather than hiring outside, which is very I mean, we consider that as a last resort, especially for after hours. But in my case, for the liberal arts department, we need faculty to start at 8:20 and already, yes, we are hiring. That's another story. HR takes their time by the time the office given the person who is receiving offer is since on the offer because of delays, no. So there's a lot of issues surrounding this, but the key is to talk with your faculty member and just be honest, like for me, when I open I allow it, I go back to the faculty member. I tell them, I'm sorry I increased your to this, but don't worry. I explained. Don't worry if they are physically here all 31 years; they are considered split. But if not, can you please hang in there and just teach them. Know those that show up,

- **FS-VP Sinkey:** Give it another week or two.
- **Faculty 5:** Yes
Faculty 1: Going back to the waiting list. Okay, it can actually be two people who are approving the dean or the chair. I have no idea which one of them.
- **FS-VP Sinkey:** That's a very good point. We need to clarify that as to who does make that final approval. Do we have somebody who can speak to that?
- **Faculty 8:** When it's still open in the first week, the add/drop week, the chairs can still approve.
- **Faculty 1:** The Dean can also always approve right? Because he has access rights in SONIS. So we faculty will never know how many were approved by the Dean.
- **Faculty 8:** Access is closed to chairpersons after the add/drop period so it's on the Dean.
- **FS-VP Sinkey:** But that does bring up a valid question: Does the Dean have the ability to add students after the add/drop period?
- **Faculty 1:** "Or even before and during the add/drop period, without our knowledge. We will never know."
- **Faculty 5:** From the beginning of this semester, the Dean gave that room to us, his Chairs. He said he was stepping out of that.
- **Faculty 1:** Well, I am saying that we will never know if the Dean has approved anybody in the waitlist.
- **Faculty 8:** You can do an audit trail. If we go down to Monica, Monica will be able to tell you who added this student to your class. Yes, so you can find out.
- **FS-VP Sinkey:** Okay, there you go. Yeah. And I'm sure Monica would provide that if you question. It is in writing because you're the instructor of the course.
- **Faculty 8:** Sometimes students are added from student services without our knowledge.
- **Faculty 1:** In addition to that, we do not know how many students have been added by them. Is this just for my case? I'm just curious. What's the case for everybody?
- **FS-VP Sinkey:** Well, if you have something in writing for Monica that gives you the information you need for a surety, right? Has this discussion helped Faculty 1 in opening up some options as to how to move forward?



- **Faculty 1:** So, what is the actual policy if a student is on the waiting list- what should happen next?
- **FS-VP Sinkey:** So if we think about it, logistically, there should be a sequence of steps, correct?
- **Faculty 8:** Yes, if a class is capped at 20 when we set up the schedule. If there are waitlisted students after that, after we've reached 20, then it's the chair, in consultation with whoever has extra students on the wait list, yes, whether they accept.
Then the chair will do the adding when they still have access, sometimes when it is more than 20. Then what do we do? But in our case, in Dev Ed, we always have GHOST sections.
- **Faculty 1:** So, what if the faculty declines?
- **FS-VP Sinkey:** What's the question?
- **Faculty 8:** If the faculty decline, then they don't have the right to put those waitlisted in your class.
- **FS-VP Sinkey:** And you make it, make it black and white. You put it in writing. Okay? That way you have a paper trail the document. You've made your statement.
- **Faculty 4:** It was mentioned that the maximum is 20?
- **Faculty 8:** Depending on the classroom size, or how many students the classroom can fit. The labs are different.
- **Faculty 2:** The rooms I teach in can't have more than 15 students sitting in there.
- **Faculty 3:** So maybe you can squeeze the in or otherwise.
- **Faculty 4:** So based on our spring 2026 publicly accessible schedule, there are some inconsistencies.
- **Faculty 8:** Yes, it says 25, but if the room with the number of tables and chairs makes it possible then that is a reasonable number. SONIS only set up that way 25, but we always look at the room size and how many chairs.
- **Faculty 4:** Well, yes, I'd like to share this too in support of our discussion. (Presented on the screen for all faculty to view, an Excel workbook extracted from the Spring 2026 schedules, which is a publicly available webpage.) – and this is what we have right now.
- **Faculty 8:** These are probably the D.E. sections?
- **Faculty 4:** No, these are Uliga course sections.
- **Faculty 8:** Then, which room has only 10 seats?
- **Faculty 2,3,4,8:** There are sections with 15, 25, and 10 (Not D.E.)
- **Faculty 3:** Those classes would have a risk of not running right, because they're under-enrolled.
- **Faculty 4:** If you view the next column, these courses are over-enrolled.
- **Faculty 3:** I was thinking sometimes they are low, because Chairs are writing a justification, right? Yeah, for every under-enrolled class.
- **Faculty 4:** We will now be viewing course schedules in Wotje which there is an inconsistency again because sections are running on 5,7,15
- **Faculty 8:** I believe the Uliga that has 10 are connected to the sections with D.E. campuses
- **FS-VP Sinkey:** How many do you have in your D.E. when you have a combined campus?
- **Faculty 9:** No, because I have a high number, I mean, number of students. It depends on the number of students. We will open for Uliga if they're still available. But I'm. More than 20. There were times when I had 47.
- **Faculty 8:** For the Developmental Education classes. *The D.E. sections are separate.*
- **Faculty 4:** Notice that some have 10 and others have fewer than 10 seats allowed.
- **Faculty 3, 5, and 8:** It really depends on what course in the D.E. centers, and sometimes the *D.E. students enroll in the Uliga students of the same section, and vice versa. When they are together, they make up one class section.*
- **FS-VP Sinkey:** D.E. plays by different rules here.
- **Faculty 3:** Pretty much



- **Faculty 4:** We also found out based on the original total seats that were allocated in the SIS and then the total registered students, that we have a total of 239 surge of students.
- **FS-VP Sinkey:** What does surge mean?
- **Faculty 4:** It is the x number more than what was originally allocated for seats, and the excess is more than 200 of them.
- **FS-VP Sinkey:** And this total surge of students is possibly resulting into unpaid workload of faculty or being overworked.
- **Faculty 4:** Yes, because one can create more than 20 sections out of these surges of students.
- **Faculty 8,1,3,4,5:** Another thing that we just always consider as well is that, you know, the students disappear slowly throughout the semester, and then we are left usually, like seniors, yeah, 18 kids, students by the end of the semester. We start with a very high (Yeah), (but it's still) But if we set it to like 15 by the end of the semester, you have only 5 left to do.
- **Faculty 1:** But that is not always the case in many courses and sections. Well, during my first semester here, I had like 29 students in mind, and everybody's stuck with me to the end because they are graduating students
- **Faculty 3:** I know, but even so, even in education, we have high numbers that stick all the way through, like, if we have a dropout in education, it's like one or two students kind of thing. t's not it's different for different departments kind of thing.
- **Faculty 5:** So, there is a department that it's under staff, so that is to be expected. There are only two people.
- **FS-VP Sinkey:** So we're having this is great discussion on this. And Oscar, I'm so glad you brought this to the floor. Do we need to consider that this number of limiting number of students needs to be reevaluated? Is that something that the body is interested in discussing?
- **Faculty 5:** When you see the number superior? What are you saying?
- **FS-VP Sinkey:** I'm not saying accelerate. I'm saying, are we looking at considering capping instead of the number where we have, well, if you have 30 you can't split it, but if we have 31 we can. Are we looking at reevaluating whether that's realistic, given the faculty that we have, should we reevaluate that as a body? That's a question that maybe we need to consider, especially if this problem is a continual problem.
- **Faculty 10:** Yeah, I have noticed the students shift in an add and drop because they feel something that's difficult. They will just go with another which is easier to them. This is a very important point which we have to look into, because how this add and drop goals. Ideally, I have no idea, because once they are registered, they are registered. According to me, why we are giving the dilemma in the students mind, okay, you can change it, although you have registered for the post. So then, then once we have selected the faculties preparing for the subject, and then some. Research of the I mean the extra number of students there, or there are the less number of students, and the other chapters are open. The courses are open just because student wants it. But without thinking about it, that the faculty and the courses go hand in hand, it does not go and I just feel like, if you just say, okay, 20 student in one class after 20, whatever it is, either, if there is number another 15, we will have another session. Otherwise, no session. So because five or seven, we are losing one faculty, so we are losing the money for the faculty, hours for the faculty, and then again, the other courses are suffered because of that.
- **FS-VP Sinkey:** So just to get a sense of this from another perspective, how many people are on overload? If you're over 15, that's considered overload. Yes, how many people are in overload? (Each member of the faculty senate body raised a hand)
Okay, so it's practically all of us. So what we may need to do is look at the bigger picture. Because if we're already on overload, and we also have this issue of more students than we actually feel we can serve in those classes, we might need to reconsider stepping back and reevaluating. Maybe we need to think about how we're going to cap the number of students that we can actually serve.



- **Faculty 11:** Can I add something? I think for, I think for right now, it's a question of hiring, because I know departments are hiring that should address the, you know, the sections that we are taking care of.
- **Faculty 12:** There are some things that are prerequisite of another subject for us in nursing sciences and everything is a prerequisite to go to the clinical. But if they will not offer this, they will wait for one year for them to go to clinical. So, how can we try to translate the curriculum? (Also) Some problems are the (under) below normal credit of our student. Students will not be full-time. Some are nice, or they might be full-time. So we will give them some subjects in order to be full-time for the PELLGRANT. So, if you do not give them the chances, then it will take a very long time for the students to graduate.
- **FS-VP Sinkey:** Maybe we need more discussion on this, really, before we decide how we want.
- **Faculty 8:** Can I make a motion: Most of the chairs are here at this meeting. I think this is a department chairs meeting with the dean, so they have to go and iron out the processes and everything that we have brought as a concern, especially from business department, and we are all experiencing in our department.

“My motion is that the chairs will take responsibility of this. They go and discuss it with the dean our concerns about students getting into our classes. What can we do to ensure that we are notified and we only get the number of students that the class can hold, the room space can hold and also be given the chairs can consider setting ghost sections when one section fills up, another section can open up rather than just second one, like most other credit department. Address this issues, and report it there and they will tell us what they decided”

Multiple faculty seconded the motion, while standardization of class sizes was being suggested to be incorporated in the motion.

- **Faculty 8:** That will become part of what they will discuss,
- **FS-VP Sinkey:** Okay, that's, that's, and I hope that helps us.

INDEPENDENT STUDY

TOPIC SUMMARY: Faculty raised concerns about Independent Study requirements and compensation, noting that while instructors are now required to submit SLOs, lesson plans, and syllabi, they are not compensated for supervising students—some of whom have significant graduation deficiencies. Data shared indicated that approximately 20 Independent Study students this semester account for over 60 credits, generating substantial Pell Grant revenue for the college, prompting calls for fair compensation. While it was noted that Independent Study is voluntary and addressed in existing policy, leadership clarified that it is currently under review as part of the broader Workload Policy revisions in HRC, including how it should be compensated moving forward

- **Faculty 12:** Another thing that I want to share during our meeting is about Independent Study. Before we are not required to get SLO and everything, submit your lesson plan and everything, syllabus. But now we are being required. Faculty are not being compensated even when the graduating student has multiple or heavy deficiencies in required coursework. So what is the suggestion from us.
- **Faculty 4:** In support of what you said and using our Spring 2026 course schedules, webpage, we can calculate independent study students. There are like 20 students for the whole semester. If we count the credits, it's like 60 plus credits in total. If you compute that it's 65 credits with the Pell Grant, that's what CMI is getting from independent studies students. So, it's really, it's really



something that we need to discuss, that if you have an independent study, maybe we'll have to ask for a certain compensation.

- **Faculty 8:** Independent study is by choice, and it's already in the policy.
- **Faculty 12:** However, some students stay here for another year and a few more semesters with such.
- **FS-VP Sinkey:** I just want to add that the independent study is under the workload policy that's being reworked in HRC. An independent study is part of that rework. So, it is right, it's being reevaluated how that's going to be compensated, as Faculty 4 brought up.

COURSE SCHEDULING

Faculty 4: Yes, one thing that is really important to note in our spring 2026 courses data is the inconsistencies in scheduling. Some sections start at eight o'clock, 8:10, and 8:20 AM. There's also a case where five credits of a NUR Dept. Faculty and five credits of a different faculty meet differently in terms of hours.

- **Faculty 5, 6, 7, 8, etc.:** But such is a different story because of lab and clinic hours. (inaudible)

DOUBLE "DIPPING"

SUMMARY: Faculty discussed concerns about potential "double dipping," where staff may be teaching during their regular staff contract hours and possibly receiving adjunct compensation during staff contract hours. It was clarified that staff who teach have supervisor-approved arrangements, permission letters, and agreements requiring them to make up any time spent teaching, meaning there is no double compensation. While some faculty calculated that staff teaching as adjuncts may use up to 15 hours weekly, leadership emphasized that these arrangements are not oversights and are coordinated with supervisors.

- **Faculty 4:** There's also some data here that staff are working during their staff contract hours.
- **FS-VP Sinkey and other Faculty:** Are you referring to this? (inaudible)
- **Faculty 4:** 3:20-6:00,
- **Faculty (Multiple):** Inaudible
- **Faculty 4:** I don't know if there's a work plan being required if you use your staff hours to teach, but if there's none there, then there's possible double compensation.
- **Faculty 9:** They have supervisors. They have an arrangement.
- **Faculty 8 & 9:** They have an arrangement.
- **Faculty 9:** Because they're given permission letters.
- **FS-VP Sinkey:** It's not just an oversight.
- **Faculty 8:** There's no double dipping there because they have to work the extra hours that they [spent for teaching] inaudible.
- **Faculty 6:** Excuse me, because stem has plenty of agents, okay, just one instructor will start at 12, and of course, the classes will exceed until one o'clock. So I asked the instructor to ask. Mission from his supervisor that he will be allowed to do so, and it will be was his agreement between him and the supervisor that he will just teach them is ours.
- **FS-VP Sinkey:** So we're still not we're not double dipping.
- **Faculty 8:** No
- **Faculty 4:** We computed the hours being used by staff for teaching as adjuncts will be 15 hours weekly



- **FS-VP Sinkey:** So the discussion on this topic has been excellent, and I just want to appreciate the motion that you brought up. (Faculty 8). We have a motion confirmed now, and we can move on that in our next meeting.
- **Faculty 8:** That's good so we can have standards across the board.
- **FS-VP Sinkey:** Yes, that way everybody's on the same page. That would help.

FS REPRESENTATIVES REPORTS

ITC & COURSE PRE-REQUISITES

TOPIC SUMMARY: Faculty raised concerns that SONIS is not properly flagging dropped or incomplete prerequisite courses, allowing students to enroll in advanced classes without meeting requirements—sometimes nearing graduation without completing foundational courses. A recent case highlighted that when a prerequisite course was deleted (e.g., for no-show), the system did not prevent continued enrollment. While SONIS degree audit and advising modules can be used to manually verify prerequisites, faculty expressed concern about the burden of checking each student individually and emphasized that the system should automatically block ineligible registrations. The SONIS team is reportedly reviewing the issue, but in the meantime, faculty are encouraged to actively check transcripts and advisees' records, and to confirm questionable enrollments with the registrar.

- **FS-IT Rep:** I just have to go back to the representative with the meeting feedback. We had a meeting at IC, but I just want to raise one concern that concerns the faculty.. Just one. Later, I will just give the other updates at our next meeting, because there was a case I raised in the IT meeting. There was a case with a student who registered on SONIS for both sessions once and two with session one being a prerequisite, because we do that, and then the student dropped out in the first session. But SONIS did not flag the dropping of the prerequisite. So, we have to, like, we have to agree on how to check students whenever they register, I mean, they come to our classes in session two, but they need a prerequisite, but SONIS is not flagging that the prerequisite was removed, and students might just sit in our class, not taking the prerequisite.
- **Faculty 10:** In the NUR department, there are some so many students who have not completed their other previous course prerequisites, and they are still being allowed to continue, and they are now about to graduate, but they have not finished the first things like that. And then how do we see that on the system, that faculty knows that they are students like that?
- **FS-VP Sinkey:** Is there a way we can go into SONIS and see the prerequisites?
- **Faculty 8:** Yes, in the Degree Audit
- **Faculty 8 & 9 & others (inaudible):** We check our program sheet we check every time. So, all our students, we have to check, because as to investigation, it was Monica who deleted, not the students. Yeah, it was Monica deleted because of the no show. So that means she has the authority to delete.
- **FS-VP Sinkey:** Is it also possible to go into SONIS, to the advisee and look at the advisees history to verify?
- **Faculty 8:** Yes, one thing is in advising. So, advisors should be checking our students.
- **Faculty 4 & multiple faculty:** Is it accessible in the faculty module? (inaudible)
- **Faculty 8:** Yes, such a case (being discussed) has been brought up to EMC, yes, and the SONIS team is looking into the system, how it can be addressed.
- **Faculty 9:** Just a heads up to the faculty so we can check in session two, like on our part, that we can also check our students.



- **Faculty 10 & multiple faculty:** During registration, (inaudible) - they are not allowed to go into the next course if SONIS does not update that students have fulfilled the prerequisites to allow them to take the next course.
- **FS-VP Sinkey:** So when we see them in our course and we're questioning, we should be able to send a doc. We should send a letter to Monica saying right, confirming whether this student is in the right place.
- **Faculty 10:** But it's going to take a long time
- **FS-VP Sinkey:** She (Monica) should be able to respond in a week.
- **Faculty 10:** What I mean to say, if everything is in the system, so student try to enroll, they cannot enroll because they have not completed the previous thing (prerequisite course). So then we cannot involve into that. So if that is there, then we don't have to go and sit and check every single students, because they cannot end up right.
- **FS-VP Sinkey:** This is obviously a SONIS oversight.
- **Faculty 8:** Checking our students' transcripts is part of our responsibility as advisors.
- **FS-VP Sinkey:** So that would give us insight into what's really happening-We have to take that step.

HRC & WORKLOAD POLICY

TOPIC SUMMARY: The Faculty Senate discussed the upcoming HRC vote on the revised Workload Policy scheduled for the 17th, noting that recent changes (including removal of hours) were made without full faculty visibility. Faculty representatives and a subcommittee have reviewed the document, compiled notes and suggested revisions, and expressed frustration that prior faculty input had been disregarded in earlier versions. Due to a tight two-week timeline imposed by HRC, the Faculty Senate agreed that the revised working document will be shared with all faculty by email for review, comments, and a faculty vote before it returns to EC for final approval. A motion to circulate the document electronically was made, seconded, and passed, with the goal of ensuring broader faculty input despite time constraints.

- **Faculty Rep:** On Wednesday, on the 17th, HRC is meeting again to vote on the workload. Policy, yes. So I know that (FS President) wanted us to discuss it as well, because there were changes made at the one that was presented at EC, like the hours had been removed. I don't know what other changes. Co-representative, and I've been working on a report about sort of like, history, so that's fine. Have it typed up, which is shareable. I just don't know if it's in an official report format yet. Is a official Anyway, but, regardless of that, they've asked that we look at the workload policy and figure it out so that we're happy with it, so that when it goes to EC, then we can present a workload policy that we're happy with.
- **Faculty Rep Proxy:** That's calculating things we have. We've gone over it in detail, and we have lots of notes and suggestions to bring on Tuesday or Wednesday.
- **Faculty Rep:** So, would you be able to share that with faculty so that, like, yes, so that everyone can just have a look at the revisions that you guys have suggested and things so far.
- **Faculty Rep Proxy:** I mean, it's basically what we did last spring. I mean, every so last spring, we all worked on this. The subcommittee that the faculty approved, me and (another Subcommittee member faculty), met with Dean. We made basically a bunch of changes, a bunch of comments, a bunch of complaints, and we just got it, got submitted, and VPASA just ignored everything. Took all our everything we wanted in, she took out, everything that we took out, she put back in, and so now we're just basically doing the same thing again. I'd be happy to share what we have, yes.
- **Faculty Rep 1:** Just for a refresher.



- **Faculty Rep Proxy:** FS President sent out an email asking for contributions. And nobody came except the nursing faculty. Nobody came.
- **FS-VP Sinkey:** So, we have a we have a loose we have a working document, but it needs to be shared. But it needs to be shared, and we would like it ideally share with the faculty before it goes to HRC. I know that HRC {Chairperson} is wanting to push on getting this done. (Faculty Rep 2-done). I know that it's a long time whether we can get that voted on and pushed on in that shorter turnaround. I'm not sure, because I really think the faculty needs to see that and review it before it goes back to HRC.
- **Faculty Rep 2:** I can clarify. So this means that after that workload policy that was submitted to IEC.
- **FS-VP Sinkey:** IEC? It has not come to EC yet.
- **Faculty Rep 2:** So, after HRC, where shall it be?
- **FS-VP Sinkey:** So, after HRC, it will come back to EC for the final vote.
- **Faculty Rep 2:** After the HRC, did we create another committee to look into the policy again?
- **FS-VP Sinkey:** I'm not sure we created in our community.
- **Faculty Rep 1:** I think it was. These are the same people who had been working on it before.
- **FS-VP Sinkey:** We have four key people who were working on it before. That's why Jim is working with HRC as our committee rep, because he knows. Yeah, he knows the ins and outs on this. He's done a lot of work on it. He was the original.

Folks. We're out of time. We're going to have to wrap this up. Thank you. This was an excellent discussion. Hopefully, our President will be back. She's at the hospital getting her ankle taken care of

- **Faculty 8:** Can I move a motion?

Motion:

I move that after the revisions on the document, the working document of the workload policy, can it be shared and we vote on it as a faculty, we agree, but at the same time, make comments when it's shared.

- **FS-VP Sinkey:** Yes, by shared by email so people can see it, as that's the only way in our timeline that we make it done. Did you pick that up?
- **Faculty Rep Proxy:** Yeah, I mean, so at the last HRC meeting, we went over the document that Elizabeth had written, and there were problems. And you know, HRC Chairperson said to me, as the person there who was sent there for this purpose to represent the faculty, she said, You guys need to go and make comments and revise this. And I'm like, Well, I. I mean, when do we do this? It was two weeks ago, and I said, we're not even going to necessarily have another faculty meeting to discuss this, and so that's why the FS President just sent the email to the whole faculty. Look, this is an emergency. We have to do this in two weeks. We don't have time for waiting for another faculty meeting and making amendments. I was given two weeks to do this, which is, you know, too, too quick. But, I mean, I'm happy to share it, but, you know, everybody making comments on it is fine, but it's, it's then we have to just, we have to appeal to HRC for more time. I don't know if that's going to work.
- **FS-Vp Sinkey:** It's okay Jim to share it. And I think we're going to be okay to share it by email so people get a chance to view it. Yeah, that way they know.
There was a motion, and I believe that's what we want to do. So do I have a second on that motion
Faculty Rep 2: Seconded
FS-VP Sinkey: Second taken. Motion passes. So Jim will be passing that information on to our faculty, so that they know what HRC is needing recently, right? Yeah, okay. Thank you, people.



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III. Closing: FS President: Gave thanks to the Honorable Members of the Faculty Senate for their high participation and attendance and expressed words of encouragement for FS representatives.

The February 13, 2026, Faculty Senate regular meeting was adjourned at 12:30 PM

Submitted By:

Curtis Vila
Faculty Senate Secretary
SY 2025-2026

Concurred By:

Vivian Uriona
Faculty Senate President
SY 2025-2026

Approval Date:

February 27, 2026